"Kids need to feel badly sometimes. We learn through experience and we learn through bad experiences. Through failure we learn how to cope."

David Elkind, Tufts University
National Norms - 1st Year Millennials

Community-Oriented:
- 82% volunteer occasionally.
- 67.3% plan on doing so in college.

Drinking Behavior:
- 43.4% drank beer in high school.

New to College Life:
- 1 in 6 are first-generation college students.

Close to Home:
- Almost 50% first-generation students attend school within 50 miles.

Multi-tasking:
- Almost half will work in college to help pay expenses.

The American Freshman: National Norms for Fall 2005
UCLA CIRP Freshman Survey, Sylvia Hurtado and John H. Pryor
Why *Millennials* Attend College

Make more $$$
- 73.5% men and 69% women

Get a better job
- Men and women equally (72.1% and 72.2% respectively)

Get training for specific career
- 73.1% women and 64.8% men

Learn more about interesting topics and for personal / intellectual development
- 81.4% women

PARENTS
- 43% said “Parents wanted me to go.”

*The American Freshman: National Norms for Fall 2005
UCLA CIRP Freshman Survey, Sylvia Hurtado and John H. Pryor*
74% of parents spoke to their children 2 – 3 times a week
34% of parents spoke to their children 1 time a week

90% of communication occurred by mobile phone
58% of communication occurred via e-mail
52% NEVER use a landline
7% of parents send conventional mail

75% of parents visit their children once or twice per semester
17% of parents visit once per month
Are You a Helicopter Parent?

- you are in constant contact with your child
- you are in constant contact with school administration
- you make your child’s academic decisions
- you feel bad about yourself if your child does not do well

From “How not to be a Helicopter Parent” – www.collegeboard.com/parents
The 76,957,164 Americans born between 1946 and 1964 are the wealthiest and best-educated generation of parents in human history, and they’ve had unparalleled resources to aid them as they’ve raised an estimated 80 million children.

*Barbara Kantrowitz + Peg Tyre, “The Fine Art of Letting Go”* Newsweek, May 2006

Interesting, but as the rest of us have seen considerable tuition inflation, it’s not surprising that parents hover over such an outlay. “During any 17-year period from 1958 to 2001, the average annual tuition inflation rate was between 6% and 9%, ranging from 1.2 times general inflation to 2.1 times general inflation. On average, tuition tends to increase about 8% per year. An 8% college inflation rate means that the cost of college doubles every nine years.” With this kind of expense, perhaps such hovering is better termed ‘intense investor scrutiny’.

*Kevin Fleming, “Helicopter Parents: Why all the Hovering?”* www.chicagoboyz.net

"Think of the cell phone as the eternal umbilicus."


Who are Helicopter Parents?
“Black hawk, white king, agent, banker: are you a dreaded helicopter parent?”

“A phenomenon already established in the US, British universities are now beginning to suffer at the hands of the new breed, particularly at careers fairs.”

“In the future we will have to be more open and say it doesn’t look particularly impressive to have your parents with you at a fair.”

“Parents have invested so much money, time and effort that they find it difficult to let go.”

_The Guardian, January 3, 2008_

“The curse of the meddling parent”

“The extra involvement is also down to the marketisation of academia as a result of university fees.”

“They [parents] pay money; they expect to see results.”

“The offspring of helicopter parents tend to be completely unabashed about their [the parents] ever-increasing involvement in their affairs.”

_BBC News, January 4, 2008_

“Watch out for the helicopter parents”

“Helicopter parents who hover continually over their child’s education have become a growing phenomenon in Irish schools.”

“The extent of parental involvement in college choices is evident in the calls to the CAO helpline…nearly two-thirds of the calls made to the helpline are from parents rather than students.”

_Irish Independent, January 16, 2008_
What are results of *Helicopter Parents*?

- grade inflation
- endless adolescence

Using the classic benchmarks of adulthood, 65 percent of males had reached adulthood by the age of 30 in 1960. By contrast, in 2000, only 31 percent had. Among women, 77 percent met the benchmarks of adulthood by age 30 in 1960. By 2000, the number had fallen to 46 percent.

- loss of inter-age organization / leadership
- inability to make decisions
- increased parental anxiety
- inflated egos
- lack of problem solving abilities
How can you help without Hovering?

- let your child call you
- stay out of roommate, grading and social disputes
- take a coaching role in the area of finance
- engage in activities that are personally rewarding
- be aware of the difference between helpful involvement and unproductive hovering

From “How not to be a Helicopter Parent” – www.collegeboard.com/parents
Web Resources for Parents: Public Institutions

- Information for parents widely available
- General information, some information specific to parents
- Letters from Director
- Most encourage involvement, none discourage it
- University of Minnesota
  - Organized, extensive, specific to parents
  - Clearly described philosophy on parent involvement
  - Online Parent Workshop
Web Resources for Parents: Private Institutions

- Resources less widely available than from public institutions
- Many have no information for parents
- Northwestern University
  - Mandatory Parent-Student Agreement (PSA)
Web Resources for Parents: Program Providers

- Information is less widely available than at public institutions, but more widely available than at private institutions

- Letters, guides, sections for parents

- Many express a policy of communicating directly with students

- CIEE
  - Letter about Parents

- USAC
  - Extensive Information
  - Specific for Parents
  - Indirectly expressed that the student should complete all study abroad-related tasks
Web Resources for Parents: Summary

- Public / Private / Provider
- Generally, there is a lack of information specifically for parents
- Bulleted, Frequently Asked Question format
- Clearly stated philosophy regarding parent involvement
- Study Abroad as an ‘investment’
NAFSA Print Resources:  *Study Abroad: A Parents Guide*

- William W. Hoffa, 1998
- 112 Pages
- Very Detailed
  - *Specific questions, procedures, lists, etc.*
- Not clear on the level of parent involvement
  - *p. 83: “If you are traveling…”*
NAFSA Print Resources: What Parents Need to Know!: Before, During, and After Education Abroad

- Janet Hulstrand, 2007
- 27 Pages
- Clear philosophy on parental involvement
- Reasonable v. unreasonable expectations
- Leaves much to the study abroad offices or providers
- Frequently Asked Questions format
Reasonable vs. Unreasonable Parental Expectations

- Before Study Abroad
- After Study Abroad
- In Relation to Study Abroad Services

Parental Expectations
FERPA  (aka ‘Buckley Amendment’)

- Federal law
  Very broad; left to the institution to interpret
- Protects the privacy of student education records
  - university
  - ‘party acting for the agency or institution’
- “Eligible Students”
- Gives parents rights
  - Until student reaches 18 or enrolls in a post-secondary institution
  - *Allows* disclosure to parents of a dependent student
FERPA (cont.)

Schools must have signed & dated permission from the “eligible student” in order to release any information from a record

Exceptions:
- dates of attendance
- academic major
- degrees received
- *allows* disclosure to parents of a dependent student
- emergencies

For more information
- Check with your institution
- U.S. Dept. of Education
- Family Policy Compliance Office (FPCO)
- *Parents' Guide to the Family Educational Rights and Privacy Act*
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.
Case Study 1

A parent calls to ask a few questions about her daughter studying abroad. As the conversation progresses, you wonder if the parent is completing the application materials for the student. When you ask, the parent admits they are completing the forms because their daughter just has too much work to do for classes. Do you accept the application?
Case Study 2

Sara applied and was accepted to a study abroad program in South Africa for the upcoming term. Her mother calls to say that Sara should not study in Africa because it is unsafe. She wants you to move Sara’s application to another program in Italy. Do you move the application? Why or why not?
Case Study 3

A parent calls to ask for copies of all materials relating to the study abroad program that are sent to their son. The parent explains that their son doesn’t share such material with them. Do you send it? Why or why not?
Case Study 4

The London program for the spring has started, students are housed, and things seem to be going well. A parent calls one day and demands in a very firm tone that her daughter be moved to a new flat because, “Her flat is in the basement. It’s very unsafe and I don’t want her living with the rats!!!” You explain that her daughter’s flat is a step above the others students’, with a private patio and full-size windows. Additionally, the flats are located in Zone 1 of London on a safe street. The mother is adamant that you move her daughter because she is paying the rent. What do you do?
Case Study 5

A mother calls you on the emergency phone number in the middle of the night to say she can’t reach her daughter. She explains that she speaks with her daughter every couple of days, and that she hasn’t heard from her in four days. Her daughter sounded stressed out the last time she spoke with her because the study abroad program places too many demands on her. She’s afraid that her daughter is lying on her dorm room floor gripped by a panic attack because of your program. You try to explain that it’s likely not the case, to which the mother replies that she wants the phone number of the program director abroad. It’s currently 10:30pm at the program site. What do you do?
Case Study 6

A father calls to say that he’s concerned his daughter isn’t enjoying her study abroad experience. He explains that his daughter feels stressed out, overworked, and that the other students in the program don’t like her. He complains that her classmates go out drinking each night, which his daughter doesn’t enjoy. You offer to have local staff talk with her, to which he replies, “please don’t – I don’t want her to know I’m calling you.” How do you handle this situation?